

PSHE Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Being Soane: who we are	The Digital Revolution	How to Live a Healthy Life 1	Healthy Relationships	Life in Britain - Democracy	Puberty
Year 8	Identity, Prejudice, and discrimination	How to Live a Healthy Life 2	Life in Britain – The Rule of Law	How Can I Make a Difference?	Sexual Relationships 1	The World of Work
Year 9	Identity and Growing Up	Drugs and Alcohol	Marriage, Relationships and Family	How to Live a Healthy Life 3	Sexual Relationships 2	Finances

Each unit in PSHE reflects one of three themes which are colour coded in the table above and listed below:

1. Health and Wellbeing (yellow)
2. Relationships and Sex (red)
3. Life in Britain (blue)

These three themes correlate to the three aims of PSHE at Soane – to support students to be safe, happy and healthy, have positive relationships, and understand British politics and society

Unit Overviews – Year 7

Unit 1 – Being Soane: who we are

Ark Soane students are characterised by being knowledgeable, inquisitive, motivated, confident, resilient, self-aware, good-mannered, kind and possessing a strong civic identity. This requires consistent reinforcement, support, and celebration of these things through all that happens in our school. It is also supported by spending two tutor times a week in the first half term of Year 7 focusing solely on forming good habits and character. During this period, students revisit and build on key themes from their induction about what it means to be an Ark Soane student.

Unit 2 – The Digital Revolution

In this unit, students consider the technological change over recent decades and its impact on both society and them as individuals. They consider the benefits of the online world and how it aids communication as well as how it impacts personal relationships. They learn about online bullying and how to report it and the importance of reducing screen time. They also learn that some information online is biased or misleading.

Unit 3 – How to live a Healthy Life 1

Students learn how to make healthy lifestyle choices including diet, dental health, physical activity and sleep.

Unit 4 – Healthy Relationships

Students learn how to recognise unhealthy relationships and the qualities and behaviours in different types of positive relationships. They learn about the importance of developing self-worth and confidence. They also learn how to recognise and respond to inappropriate and unwanted contact. They learn how to recognise online grooming in different forms, e.g. in relation to sexual exploitation. They learn how to respond and seek support in cases of online grooming and about FGM and how to access help and support.

Unit 5 – Democracy

In this unit, students learn about the importance of democracy. They learn about how Britain is governed, the royal family, the role of the government in British society, the General Election, how government is formed, different political parties and media reporting of politics, including freedom of expression. Students also learn about the Welfare State and the British military.

Unit 6 – Puberty

Pupils build on their work in science and gain a scientific understanding of the physical and emotional changes during puberty. They explore how these changes might make them feel and the potential sexual feelings that may occur. They learn how to manage physical and emotional changes during puberty and about personal hygiene.

Unit Overviews – Year 8

Unit 1 – Identity, Prejudice and Discrimination

In this unit, students learn about social change in Britain including immigration and the nature of multi-cultural British society. They consider the nature of prejudice, discrimination and how to challenge stereotypes and learn about equality of opportunity. Students learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.

The PSHE curriculum is designed to encourage respect for other people, with particular regard to the nine protected characteristics set out in the Equality Act 2010 - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex. These characteristics receive explicit focus in this unit.

Unit 2 – How to Live a Healthy Life 2

Students learn in greater depth and detail how to make healthy lifestyle choices including diet and over-consumption of energy drinks, dental health, physical activity and sleep.

They then focus on mental wellbeing and consider what it means to be happy, how happiness can be measured, the importance of feeling in control of our lives and emotions and how to manage emotions, for example through breathing, meditation and mindfulness. Pupils learn about the importance of looking after themselves. They learn about how to manage conflict and its causes in different contexts, e.g. with family and friends and conflict resolution strategies. They also learn about how to manage relationship and family changes, including relationship breakdown, separation and divorce.

Unit 3 – The Rule of Law

In this unit, students learn about the Rule of Law, the Police, the Court System and prisons. They learn how extreme views can create divisions in community and lead to violence. They learn indicators to help recognise an extreme/ radical view and how to recognise online grooming in relation to extremism and radicalisation. They will gain knowledge that will help them critically assess different media sources, challenge myths and stigma and report views that concern them.

Unit 4 – How Can I Make a Difference?

In this unit, students study examples of inspirational individuals who have made a positive difference to other with their lives. They learn about charity and pressure groups and how they can express themselves, act and be heard. They consider issues of housing, homelessness, poverty, climate change and recycling and ethical and unethical business practices. They also consider how they can be helpful and have positive relationships at home and be a good citizen in the community and help members of the public.

Unit 5 – Sexual Relationships 1

In Year 8, students learn about forming new partnerships and developing relationship. They learn about the qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships. They learn about sexual orientation, sexual reproduction, the consequences of unprotected sex including pregnancy and STIs, basic forms of contraception, e.g. condoms and the pill, the law in relation to consent and that the legal and moral duty is with the seeker of consent.

Unit 6 – The World of Work

Students learn about a broad range of careers and the abilities and qualities required for different careers and about the link between values and career choices. They learn how to identify future career aspirations and consider their future aspirations and how they might achieve them, making the link between school and careers.

Unit Overviews – Year 9

Unit 1 – Identity and Growing up

Students look at their identity in relation to stereotypes. They discuss ideas of femininity and masculinity. They consider the benefits of feeling like they belong and the importance of being recognised as an individual. They consider how their identity has and may alter as they grow up. Students consider how to assess risk and manage influences, including online and in relation to gangs. They learn about the legal and physical risks of carrying a knife. They learn about 'group think' and how it affects behaviour.

Unit 2 – Drugs and Alcohol

Students learn about legal and health risks in relation to drug and alcohol use, including addiction and dependence. They learn about medicinal drugs and how to use over the counter and prescription medications safely. They also learn about the risks of alcohol, tobacco, nicotine, e-cigarettes, gateway and recreational drugs and the law in relation to each. They learn to recognise and promote positive social norms and attitudes in relation to drug and alcohol use, and how to manage influences in relation to substance use.

Unit 3 – Marriage, Relationships and Family

Students consider the emotional repercussions of changing relationships (friendship and romantic). They reflect on the possibility of rejection and heartbreak. Students consider how to distinguish between healthy and unhealthy friendships and are guided to discuss the benefits of positive/ supportive relationships and how to recognise negative ones. They learn how to recognise passive, aggressive, and assertive behaviour, and how to communicate assertively. They learn how the portrayal of relationships in the media might affect expectations and how to evaluate expectations for romantic relationships.

Unit 4 – How to Live a Healthy Life 3

Students learn about mental health, how to look after themselves, support others and seek help. They learn about the relationship between physical and mental health, about balancing work, leisure, exercise and sleep, how to make informed healthy eating choices and how to manage influences on body image. They learn that our mind can mislead, and how to control negative thoughts and be a good friend to themselves

Unit 5 – Sexual Relationships

In Year 9, students learn about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. They learn about myths and misconceptions relating to consent, how to seek and assertively communicate consent, about the continuous right to withdraw consent and capacity to consent and how to effectively communicate about consent in relationships. They also learn about the consequences of unprotected sex, including pregnancy and STIs and about effective use of condoms and negotiating safer sex. They learn how the portrayal of sex in the media and pornography might affect expectations. They revisit Year 8 content again about the risks of 'sexting' and how to manage requests or pressure to send or share an image.

Unit 6 – Finances

The aim of this unit is to support students to be able to make sensible financial choices. They learn about saving, spending and budgeting, and are introduced to the idea of a monthly budget, with knowledge of what potential outgoings could be. They learn about how to assess and manage risks in relation to gambling and chance-based transactions and how to protect financial security online. They connect income tax to government spending and learn about the reasons for and impact of national debt. Examples of borrowing for individuals are introduced. Pupils are encouraged to understand the different types of borrowing and the reasons behind the choices people make. The emotional impact of financial security is discussed.

What statutory RSE and Health Education (physical health and mental wellbeing) content is covered in each unit?

Student Induction

Students should know:

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

Being Soane (Y7)

Students should know:

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

The Digital Revolution (Y7)

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online the impact of viewing harmful content
- how information and data is generated, collected, shared and used online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

How to live a Healthy Life 1 (Y7)

Students should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Healthy Relationships (Y7)

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control

- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Life in Britain – Democracy

N/A

Puberty (Y7)

Students should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

Identity, prejudice and discrimination (Y8)

Students should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- The law on sexuality, gender identity and hate crime
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

How to live a Healthy Life 2 (Y8)

Students should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health

Life in Britain – The Rule of Law (Y8)

Students should know:

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

- The law on violence against women and girls, pornography, online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) and FGM.

How Can I Make a Difference? (Y8)

N/A

Sexual Relationships 1 (Y8)

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- The law on consent, including the age of consent

The World of Work

(see careers)

Identity and Growing Up (Y9)

Students should know:

- The law on violence and exploitation by gangs, extremism and radicalisation and criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)

Drugs and alcohol (Y9)

Students should know:

- how the use of alcohol and drugs can lead to risky sexual behaviour
- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
- The law on substance misuse

Marriage, relationships, and families (Y9)

Students should know:

- that there are different types of committed, stable relationships.

- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- The law on marriage

How to live a healthy life 3 (Y9)

Students should know:

- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Sexual Relationships 2 (Y9)

Students should know:

- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- The law on abortion

Finances

N/A

Basic First Aid (Y10)

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

Healthy Living (Y11)

Students should know:

- about the science relating to blood, organ and stem cell donation
- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination